**Uni Archive Project Note Guide**

Due: Tuesday, September 12

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_\_\_\_\_\_\_ Group members \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My Team’s Decade \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_The years I am zeroing in on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My personal teamwork goal for this project is:

**Note Guide Instructions**

To Write or To Type: Some people work better with pencil/pen/paper and some people work better on a computer. I am open to you completing this guide either way.

Due date:

**This guide must be completed by Tuesday, September 12**. On Tuesday, **bring a HARD COPY to class** (that means if you decide to type you need to print it out BEFORE class begins). You will have time in class on 9/7, 9/8, and 9/11 to work on this note guide as well as three nights of homework time (I am counting the weekend – Fri, Sat, and Sun - as one night).

Order: You do not have to work on these questions in the order I’ve listed them here. In fact, I encourage you to familiarize yourself with the questions. It’s possible the first source you look at will have a “cool visual” and you don’t want to forget that.

Your research: To answer these questions, consult the Uni archives (yearbooks, issues of the Gargoyle, newspaper clippings, memos about curriculum and the building, miscellaneous materials) focusing on your assigned decade.

Note:

* You don’t need to read every Gargoyle and yearbook from this time period. That would take an insane amount of time. But, aim for a good sample.
* Use the time in the library wisely. Keep in mind that you can look at the scanned yearbooks online outside of class.

Note Chart: **Each question establishes a minimum amount of evidence you need to find for your chart**. However, you may do more than the minimum (not for extra credit or to impress me, but because you genuinely have more items you’d like your group to consider). Going above the minimum may naturally happen. I have provided an extra box for every category (and those of you doing this electronically may add more boxes easily). You will be spending a few days looking at sources and you never know when you will find your favorite source. It could be the last item you explore.

Evidence: **You may summarize your evidence using your own words OR write down a direct quote from the source you consulted OR do both.** Choose wisely!

**When might you choose to use a direct quote?** Only use quotes when you think the quote’s original words are powerful and a summary of the quote (in your own words) would not be able to convey the same message. This is good advice in general for selecting quotes for any class project.

Source: For now, you may use shorthand when you note the source such as “1952 yearbook page 32” However, if your group chooses your item in Tuesday’s **Group Research Summit** then you will need to **create a complete citation for the source as part of your group bibliography**.

A note about Wikipedia: Two of the questions (one about alums and one about the time period you’re looking at) encourage you to “dig around” and find additional information on the Internet. I am open to students using Wikipedia, but I prefer that you use it as a tertiary source (i.e. a collection of secondary sources). This means that you **consult the reference section** and use it to direct you to a secondary source.

Visuals: **Keep your eye out for “cool visuals” from your time period**. You will need to identify at least two. The final chart on this note guide is to keep track of the “cool visuals” you find.

Let’s get started!

**Question: What were the most significant events in Uni’s history that took place during your time period?**

Guidelines:

* Identify **at least two events** from your independent research.
* This question is very wide open and subjective. The key is that you need to make a convincing case as to WHY you’ve decided it is significant).

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| Evidence | Why You Chose This Evidence | Source |
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**Question: Identify a “distinguished” alum who graduated from Uni during your time period.**

Guidelines:

* “Distinguished” is subjective. The key is that you need to make a convincing case as to WHY you’ve decided the alum is distinguished. Someone who genuinely interests you should be a part of your criteria as well.
* Be mindful to consider male and female alumni.
* You must consult at least two of the recommended sources (below) to answer this specific question.

Recommended sources:

* + Consult the Uni history website: <http://www.uni.illinois.edu/about_uni/preface.shtml>
  + Consult Uni’s Wikipedia page: <https://en.wikipedia.org/wiki/University_Laboratory_High_School_(Urbana,_Illinois)#Notable_alumni_and_faculty>
  + Consult the alumni page on the Uni website (“In the News,” “Newsletter,” “Awards”) <http://www.uni.illinois.edu/alumni/alumni.shtml>
  + Uni archives (in the library)
* Once you’ve identified the alum you’re interested in selecting, dig around a bit more online to learn some more information. Be sure to note the sources you use if you take any information. Be mindful to select reputable sources for this additional research. If you’re not sure about a source, please see Ms. Schoeplein.

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| Alum | Why You Chose This Alum | Source |
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**Question: What was Uni’s academic life like during this time period?**

Guidelines:

* Identify at least two items from your independent research.
* This question is very wide open and subjective. The key is that you need to make a convincing case as to WHY you’ve decided it is significant).

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| Evidence | Why You Chose This Evidence | Source |
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**Question: What was it like to be a Uni student during this time period?**

Guidelines:

* Identify at least two items from your independent research.
* Unlike the previous question, this question is focusing more on “student life” – i.e. life outside of the classroom.

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| Evidence | Why You Chose This Evidence | Source |
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**Surprise Question: What stood out to you as being “distinctly this time period” in the items you consulted?**

Guidelines:

* Identify at least two.
* Note: This question was not on the original project sheet.
* Once you’ve identified these two items, dig around a bit more online to learn some more information. Be sure to note the sources you use if you take any information. Be mindful to select reputable sources for this additional research. If you’re not sure about a source, please see Ms. Schoeplein.

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| Evidence | Why You Chose This Evidence | Source |
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**“Cool Visuals”**

Guidelines:

* This question is very wide open and subjective. The key is that you need to make a convincing case as to WHY you’ve decided it is cool).
* Identify at least two.

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| Evidence | Why You Chose This Evidence | Source |
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